



Kentucky Literacy Link

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A Season of Change

This is one of my favorite times of the year. My daily commute from Louisville to Frankfort is much more pleasant, decorated as it is by festive red, orange, green and yellow trees displaying their fall foliage like so many proud peacocks. This season always forces me to consider the inevitability of change.

I used to find this slightly depressing. I know that my peacock trees will soon be replaced by sad, naked trees shivering in the bitter wind. Winter is not my friend. I despise snow and all its smug, cold, pushy wetness. I disapprove of the way it covers the world in freezing desolate blankness and the way it gathers in hard, dingy fortresses along the side of the road.

But, of course, time marches on, and soon warmth and light reclaim the world. All of my resistance to winter is proven pointless. No matter how I dread it — how much I protest it, how much I flat out whine about it — winter still comes. And it also still goes. Change happens. It must. Sometimes it is for the better, sometimes for the worst, but

regardless, change happens.

I could continue to paint you images of change — caterpillars and seeds and ugly ducklings — but I imagine my point is made. We stand on the threshold of the release of scores from a new assessment over new standards in math and literacy. New standards are being developed in social studies and science. We have recently embarked on an entirely new way of assessing arts and humanities, writing and practical living through Program Reviews. If there were ever a frequently changing field, education is it. And isn't it only fitting? We want to improve — we have to improve for the security of our own futures — thus we have to try new approaches, new initiatives, new standards, new ways of thinking. Will we make mistakes? Of course we will. Will we learn from them? We must.

This season, I challenge you to fall (pun intended) into change. Embrace change wholeheartedly. Fling yourself headfirst into incorporating new technologies into your classroom. Dig deeply

into the *Common Core State Standards* (CCSS) and implement them as if they were your own creation. (Okay, perhaps that last line was too much.)

All jokes aside, what we must get away from is waiting for spring. We educators are sometimes guilty of waiting for the pendulum to swing the other way. Rather than truly accepting change, we go through the motions and do just enough to get by while waiting for whatever we're doing to prove itself a fad. Many good changes don't get their fair chance when we approach them this way. Change requires buy-in. I challenge you to take a chance and buy into change.

I, for one, would love to live in perpetual autumn.

MK Hardaway is a KDE literacy consultant and the editor of this publication. Contact her at kay.hardaway@education.ky.gov.



KDE News

Test FAQs

Test results and accountability information to be released this October will generate questions from parents. KDE has developed an FAQ document that contains what are likely to be some of the most frequently asked questions from parents, along with answers. See that

document [here](#).

Archived Webinars

The webinars regarding ASSIST and Comprehensive School and District Improvement Plans are archived and all other related information [here](#).

K-3 Program Review

The first training of the K-3 Program Review is now available. All of the resources (PowerPoint presentation, K-3 rubric and agenda with guiding questions for discussion) can be found on the Program Review webpage [here](#).

Classroom Spotlight: Elizabethtown Independent Schools

In 2008, 8th-grade teacher Toni Perry heard a great idea at a social studies conference. The idea centered around creating scrapbooks chronicling the presidential election. She thought it was important for her students to get involved in the election process, believing they would become more civic-minded if they understood it. Things went so well in 2008 that she has decided to repeat the project this year.

To kick off the unit, she invited Hardin County Clerk Kenny Tabb to speak to her students about the importance of voting. Friday, September 14 at Elizabethtown Independent's homecoming, her students manned a voter registration. She had students speak to potential voters and hand out registration cards. As another part of the unit, she invited Bryan Fisher, a Young Republican from the University of Louisville, and Democrat Terry Stewart, professor at Elizabethtown Community College, to come in and speak about the platforms of their respective parties.

After conducting research in and outside of class, students will produce a scrapbook with seven parts:

1. The Candidate: This part should include information on the presidential and vice-presidential candidates. Tell about their relevant experience, family, home state and any other interesting information that you may find. (Approx. 5 pages)
2. Political Parties: There are two major parties. This section should describe each party's platform, the history and evolution of the party, the primaries and conventions. (Approx. 5 pages)
3. Presidential Duties (p. 198 in textbook): Describe the duties and responsibilities of the President. Example: Commander-in-Chief of the Armed Forces. (Approx. 2 pages)
4. Electoral College: The Electoral College is the body of people that officially vote for our President. Explain the function, purpose and history of the Electoral College, argue its good and bad points with
5. Political Cartoons: This section of the notebook should contain at least 6 political cartoons concerning the 2012 presidential campaign and/or its candidates. Alongside each cartoon should be your analysis of the images and captions (use SOAPSS-Subject, Occasion, Audience, Purpose, Speaker Significance.)
6. Commentary: This will be a written essay (at least 300 words) on your interpretation of the election, the candidate you support, and why you support him.
7. Election Outcome: Identify which candidate won the election, and analyze why that candidate won. This section must include color-coded electoral map, a tally of the popular vote, and distinctive demographic break downs. (Approx. 5 pages)

For additional guidelines, click [here](#).



Toni Perry is an 8th-grade teacher at TK Stone Middle School in Elizabethtown Independent. She can be reached at toni.perry@etown.kyschools.us.

Need more election resources?

Check out the PBS Learning-Media Election 2012 Collection. The Election 2012 Collection features digital resources for K-12 educators to help students learn about the election process. You can explore the collection at www.pbslearningmedia.org/election.

“One of the penalties for refusing to participate in politics is that you end up being governed by your inferiors.”

-Plato

Moving Past Persuasion to an Evidence-Based Argument

Most students love to share their opinions on any number of subjects, with little or no foundation based on actual facts. When asked to write an argument on specific topics or issues, they tend to use persuasive strategies that appeal to the audience's self-interest, sense of identity or emotions. However, students entering college must be able to engage in argument by thinking critically and communicating those ideas through supported facts

and ideas occurring across all content areas. Appendix A of the *Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* describes argumentative writing as a reasoned, logical way of demonstrating that the writer's position, belief or conclusion is valid. The writer defends judgments with evidence from the text. In contrast, persuasive writing typically promotes an

opinion by personal, emotional or moral appeal to the reader. Read, Write, Think describes the differences in argument, persuasion and propaganda in a chart found at: http://www.readwritethink.org/files/resources/lesson_images/lesson829/Argument-Propaganda.pdf. So how do we move students to the next level? As a model for their own writing, students must first be given explicit in-

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Are Your Anchor Charts Preventing Learner Drift?

By definition, an anchor is designed to slow or prevent the motion of a ship. Likewise, an anchor chart displayed in a classroom anchors student thinking while offering a source of visual stability and security. Anchor charts serve as a reference for continued support as students scaffold learning and gradually add independence. As Harvey and Goudvis (2007) assert, anchor charts assist students in recalling key information and provide concrete representations of students' thinking. They make thinking public by creating a wall reference that students can refer to, add to or change over time (Miller 2002).

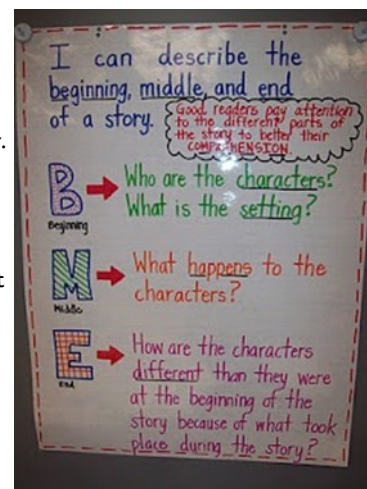
For example, following explicit instruction in describing the beginning, middle and end of a story, the teacher and students could create an anchor chart

representing their understanding after the lesson. The chart might include students' brainstorming of good thinking questions for each category. At the beginning of the story we ask, "Who are the characters?" and "What is the setting?" In the middle of the story we ask, "What happens to the characters?" At the end of the story we ask, "How are the characters different than they were at the beginning of the story?" As students explore further, the content of the anchor chart can be expanded.

Substantial brain-based research supports the use of visuals in the transference of new learning into memory. In contrast to classroom posters, anchor charts are co-constructed with students. By including the student in the creation of the anchor chart, it

becomes an artifact of the learning experience. This implies anchor charts should not be reused from year to year. Nor should a teacher replicate the charts of other classrooms. As a chart is a creation for each group of students, it provides an anchor only for that group. It can be helpful, however, to collect samples of strong anchor charts as references in the design of new charts. One might also find it useful to take a digital photo of each anchor chart, make a color copy and add it to a class binder. Keep these copies' presentation sleeves organized by topic for quick access during small-group or individual instruction.

Color attracts readers. The use



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Reading with Half a Brain

We all experience distractibility in our lives and, more importantly, see our students struggle with the ability to focus on reading. One of the big shifts in the CCSS is having students engage in close and critical reading. There are strategies and organizers to help teach students to read closely, with a clear purpose and focus, and to interact in a meaningful way. What you may not know is what actually occurs in the brain while you are intently immersed in reading.

As reported on National Public Radio on October 9, 2012, Michigan State University Literacy Professor Natalie Phillips is working on research to see if the brain responds differently

to different types of reading. As part of her study, she had two groups read the same section of Jane Austen's *Mansfield Park*. One group was to read as we, and sometimes students, do (as you might be reading *Literacy Link* right now!) — skimming, skipping and just giving it a quick glance. The second group was instructed to read intently and with focus, and in effect, "lose themselves" in the excerpt.

Crossing the content divide, she worked with neuroscientists to image the brain activity as the two groups read. The difference was huge, to the surprise of everyone on the study. The close, intentional readers' brains "lit up." The

distracted readers' brains lit up in the expected areas for attention but were far less active during distracted reading.

It appears from this work that close reading elicits brain responses and blood flow in the areas such as emotions, movement and even perceptions of spatial orientation. Fans of reading have always known that sustained close reading provides a window to actions, emotions and thoughts when the interaction is both intentional and focused. The distracted and "hit or miss" readers in your class may not have the experience or stamina to have fallen into a book and been transported body and mind into the pages.



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Engaging Families

A chill is in the air. Most Open Houses have taken place, and most teachers have had an opportunity to reach out and meet each student's family members.

If for some reason you have not had the chance to talk with parents and family members yet, you have another opportunity coming soon – Parent-Teacher Conferences. In a recent article by the Flamboyant Foundation, *What kinds of family engagement are most effective?*, parents and family members are encouraged to participate in the PTA, discuss college and life after high school, create home learning activities and support reading because these activities influence student learning the most. Where do you think family members learn to support their students using these ideas? Teachers, school staff members, community members and other parents

share this information through family events, workshops and daily communications. However, communicating with parents during parent/teacher conferences can be one of the most effective methods for supporting a student's learning. As you prepare for the upcoming parent/teacher conferences, consider the following recommendations gathered from the Harvard Family Research Project, the *Exchange Magazine*, JoBeth Allen in *Literacy in the Welcoming Classroom* and National Center for Family Literacy's work with parents in family literacy programs:

1) Design the structure of your time with family members to include:

- time to listen and share information
- time to address the student's classroom performance

- time to prepare for the future

2) Approach conferences with the following in mind:

- "Our conversations will be a dialogue."
- "We will emphasize learning."
- "We will discuss opportunities and challenges."
- Together, we will solve any problems that arise."

3) Preparation for conferences is key for all stakeholders:

- Principals will communicate the importance of the conferences and will design a welcoming atmosphere.
- Teachers will invite parents to participate, especially reaching out to parents of English language learners, working parents and families of struggling



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The Take-Away:

- Close reading is essential to student success and is tied into the CCSS in all content areas and grades as a learning trajectory.
- This research indicates that distractibility lowers the reader's ability to participate fully, body and brain, in the reading experience.
- Teachers can offer, to the best of their abilities, times and places in the classroom to focus fully and deliberately with text with minimal interruption.
- While we can't stop the squirrely students from their mental hop scotch,

we can limit the amount of distractions in the class through changed seating, options for students to stand or pace in a given area, lighting changes, and reducing visual clutter.

- It takes practice and time to develop habits and skills that lead to close reading. They are relearning how to focus.

Resources:

Watch the full interview [here](#). (4 min 37 sec). Helen Thompson and Shankar Vedantum "A Lively Mind: Your Brain on Jane Austen" NPR. Aired October 9, 2012.

Kelly Clark is new at KDE as a secondary literacy consultant.

Kelly is a National Board Certified Teacher and has been a literacy coach and a middle and high school language arts teacher. She worked with the Collaborative Center for Literacy Development as a director on a state-funded literacy grant, the Adolescent Literacy Coaching Project (ALCP), training teachers to become literacy coaches. Clark can be reached at kelly.clark@education.ky.gov.

"Reading with half your mind is not half as good as reading with your full, focused mind."

-Shankar Vedantum

Engaging Families

- readers.
- Parents will develop questions prior to the conference based on their knowledge of their child's work.
- Middle and high schools are encouraged to consider student-led conferences. Some of the most successful student-led conferences use student work to explain the student's accomplishments and goals.

The primary purpose of parent/teacher conferences is to create a partnership with family members focused on student learning. As we keep this purpose in mind, we can achieve the shared responsibility for student achievement that is the

hallmark of family engagement.

Bonnie Lash Freeman is an education specialist - Training/Special Projects for the National Center for Family Literacy (NCFL). She can be reached at bfree-man@famlit.org.

References and resources for more information:

Allen, J. (2010). *Literacy in the welcoming classroom: creating family-school partnerships that support student learning*. New York, NY: Teachers College Press

Duffy, R. (1997, July). Parents' perspectives on conferencing. *Exchange Magazine*. Retrieved from <http://www.ChildCareExchange.com>

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Flamboyant Foundation. (2011, June). *What kinds of family engagement are most effective?*. Retrieved from <http://www.flamboyantfoundation.org/wp/wp-content/uploads/2011/06/w>

Harvard Family Research Project (2010) Parent-teacher conference tip sheets for principals, teachers, and parents. *Family Involvement Network of Educators (FINE) Newsletter*, 11 (3). Retrieved from <http://www.hfrp.org/var/hfrp/storage/fokeditor/File/Fl-ConferenceTips>

The National Center for Family Literacy – resources specific to parent-teacher conferences. www.famlit.org/flash/myfamilygoestocollege/eng/m3/index.html

“If a country is to be corruption free and become a nation of beautiful minds, I strongly feel there are three key societal members who can make a difference. They are the father, the mother and the teacher.”

- Abdul Kalam



Next Generation Science Standards

As the season changes, colors adorn the countryside and the harvested field lays in wait for the next seeds to be sowed, so do teachers across the nation anxiously await the chance to view the changes to the Next Generation Science Standards (NGSS) in the second public release document. This is an exciting time for teachers across all the content areas who welcome the development of new science standards that support 21st-century learning. The NGSS represent a revolutionary shift in the way science has been taught for nearly two decades. New research has provided insight as to best practices in science education and what core concepts are relevant for all students to understand in order to become science-literate citizens.

Soon educators will have an opportunity to view and pro-

vide valuable feedback on the second draft of the NGSS. It is important that teachers — science, math and English/language arts alike — charged with the implementation of the new standards take the time to read the released draft as well as the foundational work on which it was developed, the *Framework for K-12 Science Education* (available [here](http://www.nextgeneration.org)).

When viewing the draft, you will see that the architecture of the standards has specific components that address the key scientific ideas and practices outlined in the *Framework*. Briefly, each standard is broken down into assessable performance expectations that combine three dimensions of learning. These dimensions, Cross-cutting Concepts, the Disciplinary Core Concepts and the Science and Engineering Practices, are combined in each

performance expectation to address what each student should master by the end of the 12th grade. Much more detailed information is available at www.nextgeneration.org. There you can learn the rationale for the new standards, the history of the development of NGSS, and more information about each component of the document architecture.

For those planning to review the NGSS document, the National Science Teachers Association (NSTA) has provided a useful guide in its latest edition of *Science and Children* (October 2012). Perhaps fall is an ideal time to don a warm sweater, indulge in a warm cup of cider and delve into the upcoming NGSS release draft. This will be your opportunity to participate in the shaping of this important document. Keep watching the KDE site or those

mentioned previously for the release date.

Christine Duke is an elementary science consultant at KDE. She can be reached at chrised@education.ky.gov.

Anchor Charts

of illustrations and photos helps students transfer information. The brain remembers pictures more than words (Medina 2008). Chart titles help students focus on the main idea. Finally, only make anchor charts for ideas students might have trouble remembering. Strong anchor charts have a singular focus. They visually reinforce discrete skills that are taught day-to-day.

April Blakely is a former middle

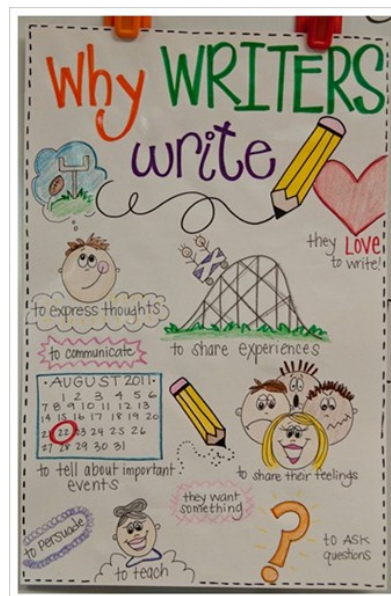
grades language arts educator and National Board Certified Teacher of Early Adolescent/English Language Arts. Currently, she is an assistant professor of literacy education and undergraduate coordinator in the Department of Curriculum and Instruction at Eastern Kentucky University. She can be reached at april.blakely@eku.edu.

References:
Harvey, S., and Goudvis, A. (2007). *Strategies that work: Teaching comprehension for un-*

derstanding and engagement. Stenhouse.

Medina, J. (2008). *Brain rules: 12 principles for surviving and thriving at work, home, and school.* Pear Press.

Miller, D. (2006). *Reading with meaning: Teaching comprehension in the primary grades.* Stenhouse.



Moving Past Persuasion

struction in how to dissect an appropriate text to identify supporting evidence for an author's claim. Using text-dependent questions will help to move students beyond the basic ability of recalling information to those of thinking critically about the author's purpose. In turn, this will allow students to translate that skill to their own writing. A graphic organizer can be a valuable tool to developing proficiency in argumentative writing and serve as a scaffolding tool for struggling writers.

What will this look like in the classroom? Once an appropriate text has been chosen, direct students to read the text independently and annotate central or key ideas, as well as questions or thoughts they may have. Provide time for students to talk to peers about the author's purpose and share insights with the class; then allow students to return to the text to identify supporting evidence. Share the graphic organizer with students, and model its

use to summarize and record their findings.

Move the students deeper in their analysis by using text-based questions to assess the validity of the reasoning and the sufficiency of the evidence. Through small/large group discussion, guide them to consider counterclaims and opposing viewpoints and record those with the corresponding reason on the organizer. Reinforce the need to respond to each in a logical manner. Draw attention to the writer's use of use words, ideas and phrases in defense of their claim.

Next, help students translate these skills by generating thought-provoking questions on your current unit of study. Once students are ready for independent inquiry, guide them to the appropriate resources and allow them to use the same steps to develop their claim, reasons, supporting details and counterclaims on the graphic organizer. Not only will the organizer provide support

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for the student, but will give you a quick insight to students' thinking and reasoning as you conference with them during the prewriting stage. Guide them to weigh the strength of their claim by the validity of their reasons and supporting evidence. Ensure that they address the opposing view; either explaining why the claim is untrue or why there is not sufficient evidence if it is true. Once you have approved their argument, direct students to the next stage of the writing process.

Although the CCSS do not define the intervention methods or materials necessary to support students, providing the necessary tools is critical as we lead students to gain the ability to analyze rigorous forms of text and construct effective arguments for a variety of purposes. An organizer can be a valuable tool to assist students on their journey by moving past simple persuasion to the becoming self-reliant thinkers who are able to support claims

using valid, relevant and sufficient evidence.

For Additional Information:

[Common Core Standard Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#)

[Addressing Three Modes of Writing](#)

[Argument vs. Persuasion](#)

Teresa Rogers recently joined the KDE team as a literacy consultant. Rogers has taught nursing, health sciences, elementary reading and writing and high school English in a resource room. Most recently she worked in Butler County. She can be reached at teresa.rogers@education.ky.gov.

Scholastic Writing Awards

The goal of the Scholastic Writing Awards, the writing component of the Alliance for Young Artists & Writers, is to identify teenagers with exceptional literary talent and bring their remarkable work to a national audience. Students grades 7-12 in northern Kentucky counties of Bracken, Boone, Campbell, Carroll, Gallatin, Grant, Kenton and Pendleton are invited to enter the contest, which opened its registration on September 17. Students register at <http://www.artandwriting.org/>, where they also can find more details about the Northern Kentucky Affiliate's deadlines and submission guidelines.

Students can enter as many times as they wish in the categories of Journalism, Personal Essay/Memoir, Poetry, Science Fiction/Fantasy, Short Story, Persuasive Writing, Humor, Dramatic Script and even Video Game Creation. More ambi-

tious students may even enter submissions in the Novel Writing category.

Each year, 15 graduating high school seniors nationally are awarded \$10,000 cash scholarships as part of the Portfolio Gold Medal Award. Partnerships with more than 60 colleges and universities make nearly \$5 million in scholarships available to winning high school seniors, with additional cash awards offered to students in all grades, as well as teachers.

The alliance celebrates 90 years this year with famous writers and artists among its alumni: Andy Warhol, Robert Redford, Joyce Carol Oates, Sylvia Plath, John Lithgow. Just last year, Notre Dame Academy's Szofia Komaromy-Hiller was awarded a Scholastic National Gold Medal as one of the most outstanding works in the country, as well as a National Best-in-Grade Medal

and an American Voices Medal for her humorous writing. Best of all, her work was presented on stage by The Actors Company Theatre (TACT), one of New York City's most respected Off-Broadway companies. Several other students from the Northern Kentucky Affiliate receive national awards at Carnegie Hall every June.

Students are encouraged to ask their Language Arts teachers for more details or to contact Teri Foltz, Affiliate advisor at teri-foltz2@gmail.com and to LIKE the Northern Kentucky Scholastic Writing Awards page on Facebook.

The Northern Kentucky Affiliate is also looking for sponsorship to cover the cost of being included in the national organization. If you would like to donate or know of a company who would like to serve talented teen writers of Northern Kentucky, contact Teri Foltz.



Letters About Literature Writing Contest for Young Readers

The Letters About Literature (LAL) writing contest for young readers challenges students to write a personal letter to an author of a fiction or nonfiction book that inspired them. The contest is open to students in grades 4-10.

LAL awards prizes on both the state and national levels. Each participating state center has its own panel of judges who select the top essayists in the state. State winners will receive cash awards

and advance to the national level judging. A panel of national judges for the Center for the Book in the Library of Congress will select one national winner per competition level to receive a \$1,000 cash award. The judges also will select one second-place winner on each competition level to receive a \$150 cash award.

Entries will be judged on the following criteria:

- Content (addressing the contest theme)
- Writer's Voice (writing style

and originality of expression)

- Exposition (language skills, organization and grammar)

Each criterion will be scored on a scale of zero to five, where five is excellent and zero is not fulfilling the judging criteria.

Entries must be postmarked by Jan. 11, 2013 (and arrive at LAL Central no later than Jan. 23, 2013). Click [here](#) for guidelines, application and more information.

LETTERS ABOUT LITERATURE

International Exchange and Research Opportunities for Teachers

The U.S. Department of State's Bureau of Educational and Cultural Affairs offers Fulbright grants for U.S. primary and secondary classroom teachers, guidance counselors, curriculum specialists, curriculum heads, Talented and Gifted coordinators, Special Education coordinators and media specialists/librarians to participate in international exchanges during the 2013-2014 academic year through the [Fulbright Classroom Teacher Exchange Program](#) (CTE) and the [Distinguished Fulbright Awards in Teaching Program](#) (DA).

By living, teaching or conducting research overseas, U.S. teachers gain new skills, learn new instruction and assessment methodologies and share best

practices with international colleagues and students. Teachers also have the opportunity to expand their understanding of other cultures and international education systems that will enrich their U.S. home schools and local communities with global perspectives.

Teachers may apply for the CTE Program for one of six countries: the Czech Republic, France, Hungary, India, Mexico and the United Kingdom. Teachers may apply for the DA Program for one of eight countries: Argentina, Finland, India, Mexico, Morocco, Singapore, South Africa and the United Kingdom.

For more information about eligibility requirements, benefits and impact of these programs,

please visit the program website, [here](#).

The application deadline for the CTE Program is **October 15**. The application deadline for the DA program is **December 15**.

Teachers interested in applying to the CTE program can find more information here: <http://www.fulbrightteacherexchange.org/application-te2>.

Teachers interested in applying to the DA program can find more information here: <http://www.fulbrightteacherexchange.org/application-tp2>.



MLK Essay and Artwork Contests

The Martin Luther King, Jr. State Commission is seeking essays and artwork for the esteemed King Awards for 2013 with the theme: "Moving Beyond The Dream To Brighten The Future."

Kindergarten through 12th-grade students may submit an essay or two-dimensional artwork that reflects their most inspired Dr. King moment or speech in concert with the theme stating how they are using that inspiration to shape their lives and communities.

First-, second- and third-place winners of the Essay Contest in the elementary, 4th-5th, middle and high school categories will be selected. First-, second-, and third-place winners of the Art Contest in the K-5, middle and high school categories will be selected. The winners will be recognized at the Martin Luther King, Jr. Annual Celebration at the Kentucky History Center in Frankfort on January 17, 2013.

The King Award is named for the late Dr. Martin Luther King, Jr., who displayed an extraordinary commitment of concern for

human welfare, racial equality and nonviolent social change.

All essays and/or artwork must be received (not postmarked) in the Governor's Office of Minority Empowerment by close of business on Friday, November 16.

Visit <http://www.ome.ky.gov/focus+areas/culturalawareness/mlkjrcomm/> for more information or contact the Governor's Office of Minority Empowerment at (502) 564-2611, ext. 370.



Kentucky Bluegrass Award Celebrates 30 Years

The Kentucky Bluegrass Award (KBA) is the state's readers' choice program for students in grades K through 12. The purpose of the KBA is to encourage the students of Kentucky to read a variety of quality literature suitable for their age and reading abilities. All Kentucky public and private schools, as well as public libraries, are welcome to participate in the program.

The program offers four Master Lists (K-2, 3-5, 6-8 and 9-12) covering different grade ranges from which students may choose books to read. Students read and vote for the Master List

books throughout the school year. The winning titles and their authors are announced in mid-April, and a celebration for the winners and readers usually takes place in the fall.

To participate, schools and libraries must make several of the titles on the current Master Lists available to their students. Other than the books, there is no cost to participate in the KBA. Additional information about the award program is available on the website: <http://kba.nku.edu>.

Founded in 1982-1983, the KBA celebrates its 30th anniversary during 2012-13. To recognize this milestone, a

special [luncheon](#) celebration has been planned to recognize all the Kentucky authors who have had a book included on a KBA Master List during the last 30 years. The luncheon will be held during the Kentucky Reading Association Annual Conference at the Hyatt Regency Hotel in Lexington on October 19 from 12:15-1:30 p.m. The featured speaker is Kentucky children's author **Heather Henson**. The cost of the luncheon is \$15. You can register just for the KBA Luncheon by using the online KRA Conference Registration form at: <http://kyreading.org/Conference.aspx>.



"Imagination is more important than knowledge."

-Albert Einstein

2012 Ohio Kentucky Indiana Children's Literature Conference

The 2012 Ohio Kentucky Indiana Children's Literature conference, **From a Book to e-Books: The Many Ways to Access Children's Literature**, will be held from 8 a.m. to 4 p.m. on Saturday, November 3, at Thomas More College in Crestview Hills. Keynote speakers are **Gary Schmidt**, National Book Award Finalist for Young People's Literature in 2011 and winner of both Newbery and Printz Honor awards; and **Loren Long**, children's book writer and illustrator whose work has reached the number-one position on the *New York Times* best-selling list. A pre-conference public event will be held Friday evening at the Carrico/Fort Thomas Branch of the Campbell County Public Library.

Workshops at the full-day conference will help teachers, librarians and parents make effective use of the latest in e-resources. Workshop topics include "Web Tools and Resources for Reading and Reading Instruction," "Building Literacy Neighborhoods: Bridges between Public Schools and Public Libraries," "Mobile Apps in Early Childhood" and "Deepen Learning through Digital Storytelling." There will also be Meet-the-Author sessions, reviews of the latest children's books and a manuscript critique option for those interested in writing for children.

At the pre-conference public event on November 2, families and children will have the opportunity to meet and talk with Gary Schmidt and Loren Long. A panel of local children's authors also will be present on

Friday night to discuss their books and the publishing process. All authors will be available to autograph books.

Registration for the Saturday conference, which includes a continental breakfast and lunch, is \$75 until October 25 and \$85 thereafter. Full-time student registration is \$35 with valid ID. For more information and a registration form, click [here](#) or visit the OKI Children's Literature Conference website: <http://oki.nku.edu>

The conference is partially supported by a grant from the Kentucky Humanities Council.



IRA Call to Teachers

Widespread implementation of the Common Core State Standards has provided a window of opportunity for teachers in the U.S. to reassert their authority and responsibility in ensuring that students are involved in learning that will prepare them for entry into colleges and workplaces.

The Literacy Research Panel of the International Reading Association (IRA) is issuing a call to teachers to join in developing highly rigorous, highly engaging,

research-based curricular/modules designed to accomplish these important goals.

The panel encourages you to take advantage of this opportunity to build a new set of interdisciplinary units that represent the best that the profession has to offer students and their families.

IRA will publish accepted units on Reading.org, with full attribution to the team who developed it.



Submissions will be accepted at any time, but a first round of submissions will close on **November 30**. Exemplary units will be selected for a poster session at IRA's 2013 Annual Convention in San Antonio, Texas.

For the complete guidelines for submission, please visit www.reading.org/LRPunits. Questions can be directed to LRPUnits@reading.org.

U.S. Department of State Exchange Scholarships for Students

The U.S. Department of State announces scholarships for American high school students to study abroad:

The National Security Language Initiative for Youth (NSLI-Y) offers merit-based scholarships to U.S. high-school aged students for overseas study of seven critical foreign languages: Arabic, Chinese (Mandarin), Hindi, Korean, Persian (Tajik), Russian and Turkish. The NSLI-Y program is designed to immerse participants in the cultural life of the host country, giving them invaluable formal and informal language practice and sparking a lifetime interest in foreign languages and cultures. Applications for summer 2013 and academic year 2013-14 programs are due **November 1**. Visit www.nsliforyouth.org for more information.

The Kennedy-Lugar Youth Exchange and Study (YES) Abroad Program offers scholar-

ships to American high school students to spend the 2013-14 academic year in countries that may include Bosnia & Herzegovina, Egypt, Ghana, India, Indonesia, Malaysia, Mali (semester), Morocco, Oman, South Africa, Thailand, Tunisia, and Turkey. This post-9/11 program focuses on increasing understanding between people in the U.S. and countries with significant Muslim populations. The application deadline is **January 10, 2013**. Visit the [YES Program's website](http://YESProgram.org) for more information.

The Congress-Bundestag Youth Exchange Program (CBYX) was established in 1983 to celebrate German-American friendship based on common values of democracy. Secondary school students live with host families, attend local schools and participate in community life in Germany. Young professionals (undergraduates) and high school graduates of vocational studies ages 18-24 study and participate in practical training. Scholarships are now available for academic year 2013-14;

application deadlines vary by U.S. region and range from September 2012 to January 2013. For more information and application deadlines, visit the organization in charge of recruitment for your state at USAGermanyScholarship.org.

The American Youth Leadership Program offers opportunities for American high students and educators to travel abroad on a three- to four-week-long exchange program to gain first-hand knowledge of foreign cultures and to collaborate on solving global issues. Several different organizations implement this program, and each has organized an academic and experiential educational exchange focused on dialogue and debate, leadership development, and community service. Recruitment areas and application deadlines vary, so please check the [American Youth Leadership Program](http://AmericanYouthLeadershipProgram.org) website for more information.

"Perhaps travel cannot prevent bigotry, but by demonstrating that all peoples cry, laugh, eat, worry, and die, it can introduce the idea that if we try and understand each other, we may even become friends."

-Maya Angelou





Help

Your contributions of ideas and lessons that work are welcome. E-mail

kay.hardaway@education.ky.gov

to submit. Your submissions may be included in the *Literacy Link* to help connect teachers across the state by sharing ideas, insights and best practices.

Access this and past
Literacy Links on KDE's
website:
[Click Here](#)



If you have questions or concerns, we want to help. Contact:

- Cindy Parker - Literacy Coordinator - cindy.parker@education.ky.gov
- MK Hardaway- Literacy Consultant - kay.hardaway@education.ky.gov
- Kelly Clark- Literacy Consultant- kelly.clark@education.ky.gov
- Jackie Rogers- Literacy Consultant - jackie.rogers@education.ky.gov
- Teresa Rogers- Literacy Consultant - teresa.rogers@education.ky.gov



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Feedback from the Field

We love to hear from you. Your feedback helps us to tailor the Link to best meet the needs of teachers. Tell us how you're using it. Tell us how you'd like to use it. Tell us what you want to see more or less of- whatever you have to say, just send it our way.

"Thank you for your hard work for the cause of literacy!"

- Brenda R.

"I would like to start this new school year on a really positive note by expressing my appreciation to those who support us "in the trenches." You are one of the first on my list! The Kentucky *Literacy Link* has become such a valuable resource for my work and since it is quite clear that many, many hours go into its

preparation, I would like you to know how much your time and talents are appreciated. THANK YOU.

- Jennifer B.



Additional Reading and Other Resources

- Three new videos on analyzing texts are available from www.teachingchannel.org: Analyzing Texts: [Brainstorm Before Writing](#), Analyzing Texts: ["Text Talk Time"](#), and Analyzing Texts: [Putting Thoughts on Paper](#).
- Literacy Central is an interactive website produced by KET and housed" on KET Teachers' Domain. It is a user-friendly, engaging and easily accessible collection of literacy resources. Check it out [here](#).
- Beyond the Bubble unlocks the vast digital archive of the Library of Congress to create a new generation of history assessments. The rich primary source documents can be used for a variety of authentic literacy experiences. Check it out [here](#).
- [ASCD](#) introduces the new, free [EduCore™](#) digital tool for educators implementing the Com-

mon Core State Standards (CCSS) in both mathematics and literacy. Funded by a grant from the Bill & Melinda Gates Foundation, the EduCore tool is a repository of evidence-based strategies, videos, and supporting documents that help educators transition to the CCSS.

